香港中文大學 CUHK | 語言學及現代語言系 Department of Linguistics and Modern Languages

TERM 1, 2026-2027

Course Code & Title:	THAI 1000A THAI I	
Language of Instruction: English, Thai	Units: 3	Teaching Mode: Face-to-face

Course Description

This is an introductory course in Thai designed for students without any prior knowledge of Thai. The course focuses on learning how to communicate in simple Thai and emphasizes class interaction and verbal practices to provide a reasonable coverage of basic structures and vocabulary for everyday life. Various aspects of Thai culture and lifestyle will also be introduced for a comprehensive picture of Thai language in real context. Basic Thai alphabets and tones will be introduced. Note: For students who have learnt Thai before, please contact the teacher of the language programme for placement test.

Learning Outcomes

After taking this course, students are expected to:
- be able to conduct basic communication in various daily life situations.
- understand basic but important Thai culture.
- experience learning Thai outside the classroom: Thai Food Tasting
- be able to read very simple Thai words.

Course Syllabus

Lesson	Speech Acts	Grammar	Culture
Unit 1	Greetings Classroom greetings Polite particles	Phonetics and IPA Transliteration used in the text Pronouns Writing: 10 Consonants and 4 vowels	Basic facts about Thailand Gesture for greetings Seniority in Thai Culture
Unit 2	Who? Ask and tell details about people, nationalities Simple adjectives	Verb to be Question word “What…” “Who”, “Whose” How to use adjectives, adverbs. Question “Are you..?” “Is she/he…?” Writing: 10 Consonants and 4 vowels	Knowing the word “Greeng jai= to be considerate Sing “the Alphabet Song”
Unit 3	What? Counting Numbers in Thai Classroom Expressions Verb to be (Continue)	Verb to be with adjectives Writing: 10 Consonants and 4 vowels and Thai tones	Characteristic of Thai people in general. Sing “Krungthep Song”

Unit 4	Essential verbs Details about people and things (continued)	Conjunctions “and, but, or” Writing: 10 Consonants and 4 vowels and Thai tones Middle Consonants and Tone Rules Polite request form. “May I….”	Excuse me?
Unit 5	More essential verbs	Tenses in Thai: Past / Present/ Future Simple “Time Frames” Writing 4 Consonants and 8 vowels and Thai tones Middle Consonants and Tone Rules	Sing “Elephant Song”
Unit 6	Where Asking for direction Getting around campus	Question “How to get to…? Writing 8 vowels and Thai tones High consonants and Tone Rules	Famous Thai Destinations
Unit 7	Transportation in Thailand Expression related to transportation	High consonants and Tone Rules	Transportation in Thailand
Unit 8	Going shopping, bargaining. colour, cizes, Simple Classifiers Festivals in Thailand “Songkran” (Thai New Year Festival)	Polite request form. “Can I have…?” “Can you please…?” Comparative structure Low Consonants and Tone Rules Simple Thai word reading Wishing good wishes structure “Happy……” “I wish you…..”	The importance of colors in Thai culture. Sing festival songs. Simple Thai dance.
Unit 9	Ordering Thai food, drinks, and desserts at the restaurant Thai food names	Low Consonants and Tone Rules Simple Thai word reading	Introduction to Thai cooking ingredients and simple Thai dish cooking. Thai table manners.
Revision	Revisions in group on all contents learnt. Trying Thai dress	Q &A Practice in group	In-Class Thai Food tasting activity
Final Exam	Individual Oral exam or Group Presentation (2-4 persons)		

Course Components							
Teaching Mode							
On-site face-to-face interactive classwork: 100%							
Learning Activities							
Interactive classwork[1] (hr)		Extra-curricular activities (hr)		Web-based teaching (hr)		Homework / Self-study (hr)	
in /	out class	in /	out class	in /	out class	in /	out class
3			0.5		1		3
M			O		M		M

M = Mandatory / O = Optional

[1] Interactive classwork focuses on student-centered activities such as pair work, group work, role-playing and student-teacher interaction.

Assessment Type		
Task nature	Description	Percentage
Attendance / Punctuality / Participation in class	Participation in both pronunciation and interaction practices	15%
Homework	Conversation practice Weekly writing and reading homework	15%
Quiz I	Unit 1- Unit 5	20%
Quiz II	Unit 6- Unit 9	20%
Oral exam / Class Presentation	Individual Oral exam / Presentation on drama or play using contents learnt in class.	30%

Notes:

- Students are required to arrive on time.
- Students are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- Should a student miss more than 25% of the class, he/she will automatically fail the course.
- If a student is unable to attend, he/she should review the content and homework that are missed and make them up him/her-self.
- For missed tests, make-up tests will not be arranged unless the student can provide an official supporting document, such as a medical certificate.

Feedback for Evaluation
Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course at any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedback will be collected in the middle of the term through an open-ended questionnaire and the teacher will discuss the feedback in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedback will be used for future course planning and teaching.

Assessment Rubrics				
General Grade Descriptors:				
A	**B**	**C**	**D**	**F**
Outstanding performance in all learning outcomes and meeting all specified assessment requirements. Can fully understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a competent way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need appropriately.	Good performance in all learning outcomes. Can understand and mostly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a suitable way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need mostly appropriately.	Satisfactory performance in the majority of learning outcomes. Can partially understand and partially appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a basic way. Can partially appropriately describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Barely satisfactory performance in a number of learning outcomes. Can rarely understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can barely communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can occasionally describe in very simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Unsatisfactory performance in a number of learning outcomes and/or failure to meet specified assessment requirements. Cannot understand and use sentences and frequently used expressions related to areas of most immediate relevance. Cannot communicate in routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Cannot describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Learning Resources
Required Readings and Course Materials
Materials will be provided by the teacher in class / on blackboard.
IT Resources
Thai learning websites, Thai movie / drama from YouTube, Thai songs.
Recommended Readings & Library Resources
List to be provided in class

Course Schedule (Subject to change):

Week	Date	No class Days	Assignments	Content
Week 1	Wed, Sep 9		Homework 1	Unit 1
Week 2	Wed, Sep 16		Homework 2	Unit 2
Week 3	Wed, Sep 23		Homework 3	Unit 3
Week 4	Wed, Sep 30		Homework 4	Unit 4
Week 5	Wed, Oct 7		Homework 5	Revision Unit1-4
Week 6	Wed, Oct 14		Quiz I	Unit 5

Week 7	Wed, Oct 21		Homework 6	Unit 5
Week 8	Wed, Oct 28		Homework 7	Unit 6
Week 9	Wed, Nov 4		Homework 8	Unit 7
Week 10	Wed, Nov 11		Homework 9	Unit 8
Week 11	Wed, Nov 18		N/A	Unit 9
Week 12	Wed, Nov 25		**Quiz II**	Unit 5-9
Week 13	Wed, Dec 2		**Oral Exam**	Unit 1-9

Class sections and teachers' contact details:

Class	Time	Classroom	No. of weeks	Teacher	Email
THAI1000A	Wednesday 09:30AM-12:15PM	ERB_405	13	Ms. Titima Runguphan	titima@hotmail.com.hk

For further information and inquiries, you are welcome to contact:

Contact	Phone	Email	Office
Louis Munsch (Course Coordinator)	3943 8617	louis.munsch@cuhk.edu.hk	Rm G23, Leung Kau Kui Building (KKB) **Office Hours:** upon appointment
General Office	3943 9836	lin@cuhk.edu.hk	Rm G17, Leung Kau Kui Building **Office Hours:** Monday to Thursday: 8:45am to 1:00pm and 2:00pm to 5:30pm Friday: 8:45am to 1:00pm and 2:00pm to 5:45pm

Details of Course Website
CUHK Blackboard: https://blackboard.cuhk.edu.hk

Academic Honesty and Plagiarism
Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/. With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. • In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the

declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.

- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Policy on the Use of AI Tools in Learning

General Principles

The course instructor encourages the responsible use of AI as a supplemental learning tool—for brainstorming, clarifying concepts, or improving drafts—provided students critically engage with the output and cite it where appropriate. However, the use of AI tools is strictly prohibited during tests, quizzes, homework or any graded work meant to evaluate individual understanding.

Permitted Use of AI Tools

Students may use some AI tools in certain learning activities and/or assessments under the following conditions:

1. **Allowed AI Tools**:
    - The use of AI tools is restricted to the following: *ChatGPT*
2. **Permitted Learning Activities/Assessments**:
    - **Permitted:** AI tools may only be used for: *improving language clarity and generation of graphic designs for in class activities and games.*
    - **Prohibited**: AI tools **must not** be used in any assessments (e.g., exams, quizzes, homework and/or presentations) or any work meant to reflect solely the student's independent understanding.
3. **Permitted Collaboration with AI Tools**:
    - AI tools may only be used for: *brainstorming, outlining, checking grammar, generation of graphic designs for in class activities and games.*
    - **Restrictions**: *direct copy-pasting of AI-generated content without critical analysis and citing is strictly not allowed.*
4. **Acknowledgment and Citation**:
    - All AI-generated input must be properly acknowledged and cited (see examples below).
    - Prompts used to generate AI responses must be included as appendices or highlighted in submissions where applicable.

5. **Transparency**:
    - Students must disclose AI contributions by attaching prompts and outputs when required.
    - When in doubt, seek clarification from the course instructor.

In case of queries, students should seek advice from the course teacher.

Acknowledging support from AI tools Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

i. An example of acknowledgement 'I acknowledge the use of (name of AI tool – e.g. ChatGPT (https://chat.openai.com/) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).
ii. An example of citation OpenAI. (2023). ChatGPT (Mar 20 version). https://chat.openai.com/chat (Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)
iii. An example of including texts generated by an AI tool in their work "The following text was generated by an AI tool/language model (ChatGPT):" [Insert the text generated by ChatGPT here.]
iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool "[The prompt], as generated by an AI language model (ChatGPT):" [Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's Procedures for Handling Cases of Academic Dishonesty. Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

For more information, please subscribe to our Instagram accounts!

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